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ABSTRACT

The curriculum guide for Nova Scotia's core program in French as a second language describes the basic program for beginning students regardless of student grade level, because of the wide range of program entry levels. It is intended that teachers select activities appropriate to the age level and experience of their students. The first section of the guide outlines program structure, objectives, levels of development to be attained in each of the four basic language skills (listening, speaking, reading, and writing), teaching methodology, evaluation and testing, objectives and testing, skills testing, and use of test results. The second section contains teachers' suggestions for a broad range of related classroom activities for early levels of language learning, including recommended activities using television, activity centers, readers, games, cultural activities, and other enjoyable exercises and activities. Some classroom techniques are also suggested. (MSE)

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FRENCH - CORE PROGRAM

Introductory Level

FL014 628

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Youth Education
Teaching Guide No. 2

Nova Scotia
Department of Education
Halifax
1977

FRENCH -- CORE PROGRAM

INTRODUCTORY LEVEL GUIDELINES

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Youth Education: Teaching Guide No. 2

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SECTION I

INTRODUCTION

The Core program in Nova Scotia is designed to give students a very basic or fundamental knowledge of French. It is hoped that, through this program, students will acquire a basic vocabulary and will have enough information about the language to be able to continue their studies in French beyond the High School level if they wish to do so. Students will also have the opportunity to learn to participate in a simple conversation, to use basic sentence patterns in speaking, reading and writing, to use resource materials such as dictionaries and to be made aware of the culture and social customs of people who are French.

Most students in Nova Scotia begin to study French at the Elementary level. A smaller number begin their first year of French at the Junior High School level. While there is some controversy concerning the best level at which to begin to study a second language, consensus has been reached on three points:

(1) Other factors being equal, the greater the number of actual hours spent studying the language, the higher will be the level of overall achievement. In general, it requires at least 5,000 hours for top level competency which allows the learner to participate fully in situations requiring French as a working language. With 2,100 hours, a learner could be expected to be able to use the media and to live comfortably in a French community after a few months' residence. Approximately 1,200 hours provide the very basic level referred to in the first paragraph of this Introduction.[1]

(2) While students become more efficient in the study of grammar, translation, reading and writing beyond the Elementary level, an early start gives them the best possible opportunity to develop good levels of comprehension and speaking skills.

(3) In addition to the above, the more inhibited early adolescent is far less likely to participate freely in language learning activities than is the younger child. Thus, the less inhibited student at the Elementary level tends to learn to understand and express himself orally more easily and more quickly. This may be one of the factors which produce the positive attitudes and enthusiasm frequently observed in classrooms where Elementary level French is taught.[2]

Because of the wide range of entry levels in Nova Scotia, the introductory level guide describes a basic program for beginning students. Teachers will need to select activities appropriate to the age level and experience of their students. Even where French is not begun until the Junior High School level, it is important that teaching be aimed at having students use the language orally in carrying out activities rather than having them learn about the language. It has been said that students remember 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they do. It would, therefore, seem reasonable that all possible efforts should be made to give them the chance to use the language they are trying

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1. Teaching and Learning French as a Second Language, Ministry of Education, Ontario, April 18, 1977

2. For further information, consult such articles as, The Best Age for Foreign-Language Training: Issues, Options and Facts by D.C. Smythe, R.G. Stennet and R.C. Gardner, Vol. 32, No. 1, The Canadian Modern Language Review

to learn in as many ways as possible. Section I of these guidelines has been designed to help teachers be aware of aims, levels, content, and of how to approach materials and evaluation. For Section II teachers in the field have provided a broad range of activities appropriate for the early level of language learning.

PROGRAMS: FRENCH SECOND LANGUAGE

Core Program

Elementary-12

A. Materials - Core:

2-3 For future development

4-6 Le Petit Monde
Bonjour Line
Le Français Partout Grade 3 & 4
Ici On Parle Français Grade 5 & 6

7-8 Ici On Parle Français
Le Français International

9-12 Ici On Parle Français
Le Français International

B. Reading:

1. Recognition

Reading Companion and Guide

2. Decoding

Companion & Guide Grade 7
Phonetic Charts Grade 8
Plans for Graphie des Sons and 2 reading texts

3. Development

Grade 8 & 9 Developmental Reading Program

4. Senior

Grade 10-12 Authentic reading experiences

C. Guides:

2-7 Introductory level guide

8-9 Intermediate in preparation

10-12 Senior level in preparation

PROGRAMS: FRENCH SECOND LANGUAGE

Communications Program

Grades 9-12

A. Materials - Core:

Passeport Français
levels 1-6

B. Reading:

Plans for series of reading materials

Developmental program also needed here (same one) see previous page

C. Guide completed

Honours Program

Grades 10-12

Two pilots being carried out.

Immersion -- 100% - 60% of total program taught in French: may be early or late (Kindergarten -- Junior High School)

Language Concentration (Extended) -- one or more subjects in French.

AIMS OF THE INTRODUCTORY STAGE

1. To be able to discriminate and differentiate among the basic sounds of the target language.

2. To be able to reproduce these sounds orally and correctly in words.

3. To be able to understand the meaning of French when it is spoken at normal speed on a subject within the range of the pupil's experience.

4. To be able to speak in words and sentences which can be understood by a native speaker.

5. To be able to demonstrate control of such phonological elements as cadence, rythm, stress and intonation patterns, fluency, etc.

6. To be able to speak with a limited vocabulary on prepared topics and to be able to use these in directed dialogues.

7. To be able to recognize, in written form, the materials which have previously been mastered orally.

8. To begin to understand through classroom activities, how the people who speak the language live, what their culture and social customs are.

9. To learn to enjoy the use of the French language to participate in games, songs and other activities.

10. To use French, where possible, for the integration of such other subject areas as social studies, math, physical education, art and music.

LEVEL OF DEVELOPMENT

All of the aims and objectives listed as being appropriate for Introductory Level French would eventually be developed within the content of integrated four-skill classroom activities. During the first period of exposure, it should be recognized that all of the new experiences would be aural/oral. To allow the necessary time for mastery at this level, the reading and writing skills should not be introduced until later. Once the material presented has been thoroughly manipulated and mastered orally, recognition reading activities may be provided. It is important to note that at this stage, such exercises do not attempt to teach the decoding skills of reading and that no new material is introduced in the written form. Depending, to at least some extent, upon how long the student has been taking French, it would be assumed that, by the end of the Introductory level of French, he should be able to achieve the following:

A. Sounds: He should be familiar and at ease with the basic patterns of cadence, rhythm, stress and intonation patterns, fluency, etc.

B. Structures: He should have oral experience with: Basic language patterns such as: c'est, Ce sont, Est-ce-que, Qu'est-ce que.

Interrogative adjectives such as: Où, quand, comment.

Frequently used verbs such as: faire, être, aller, parler, partir, avoir in the affirmative and negative forms of the present tense.

Basic expressions of possession, time, weather, etc.

C. Vocabulary:

In addition to the vocabulary implicit in the structures listed under B, the student should be able to understand and use orally, a range of common classroom expressions, as well as words from high frequency lists of Le Français Fondamental plus any others which are essential to simple communication in a Canadian context. Program activities which use situation dialogues often require specific items of vocabulary; these are usually given for recognition only.

A limited list of vocabulary items from the above sources should be drawn up and systematically taught in the content of familiar situations for mastery. It would also be reasonable to expect the student to be able to recognize for comprehension, a broader range of vocabulary when used in the context of such situations.

D. Reading-Writing:

At the end of this level, the student would be expected to recognize, in written form, certain selected structures and vocabulary items already mastered orally. Written exercises, if used, should be limited to copying familiar material.

Please note:

The above examples are meant to provide guidance. They are not a list of all possibilities.

METHODOLOGY

Definition: A system which clearly defines method, order, procedure to accomplish an end. This definition represents an integration of statements taken from several sources.

In the Curriculum Bulletin on French, Grades 2 to 9 published by the Halifax Public Schools, the end or purpose of such a system would be to help the pupil progress through each stage of a program at the rate best suited to his abilities. With relation to French, second language, the further comment is made:

> "Although complete mastery of the work covered is never possible - or even desirable - a pupil should show reasonable competence before proceeding to the next step. At the first level, particularly, there is so much re-entry of linguistic material that a student who fails to learn something at first appearance will have the opportunity of doing so later. It is important to avoid creating in the pupil a feeling of stagnation and boredom resulting from the teacher's desire that each pupil should know everything before he goes on to the next step. On the other hand, excessive speed and superficial treatment will lead to ignorance and frustration. The ability to strike a nice balance between these two extremes is the mark of a good teacher."[3]

The role of the teacher, according to this same source, could be described as that of model, to be imitated, judge of competence and accuracy and manager of classroom activities. These three functions are probably the basic ones a teacher must fill. However, it may also be wise to consider the teacher's personal relationship with the children who, at this level, are still quite young. It requires great effort on the part of a teacher who sees children only for a short period each day to create a personal bond without which real learning cannot take place. In many cases, the teacher is the child's only contact with a person who speaks French. A positive attitude toward his teacher will contribute greatly to his acceptance of the language and the people who speak it. Because of the particularly exhausting demands of teaching a second language and because many teachers are required to work with large numbers of children and to commute to several classrooms or even to several schools, they will need profound physical, mental and emotional resources to meet these demands. It cannot be too highly stressed that the success of the program will depend on the teacher rather than on the method or the procedure used.

There has been some discussion among language specialists about what may be included in the term "method" as it applies to second language teaching/learning. Mackey, in Language Teaching Analysis suggests that the "approach" to be used would imply such things as: whether one begins with oral/aural skills or with writing and translating; what the teacher uses to present new items of vocabulary; whether translation to the mother tongue is to be used in teaching comprehension etc.

Mackey further suggests that not only "the how" but also "the what" should be part of the method. The methodology should, therefore, indicate:

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3. Curriculum Bulletin on French, Grades 2 to 9, Halifax Public Schools

1. Specific items of vocabulary and structure selected for classroom activities, since it is not possible to do everything.

2. A gradual build up of skills: what is simple before what is complex and at times a choice of one type of language element over another. e.g. vocabulary relating to one centre of interest over another.

3. A particular presentation technique to communicate unknown elements to pupils.

4. A variety of drills and exercises to provide the repetition necessary if students are to learn to respond automatically in ordinary conversational exchanges.

In general, most language specialists tend to agree that it is possible to delineate at least five stages in the learning of second languages:

1. Recognition of words, structures, idioms and the identification of endings, sounds, etc. At this stage the student begins to attach meaning to such new symbols.

2. Imitation of the model, whether provided by the teacher, by a recorded stimulus or both.

3. Repetition based on memory of earlier experience.

4. Variation - a teacher-controlled response using substitutions from familiar material.

5. Selection - student becomes capable of selecting from known materials, an appropriate response for a variety of stimuli.

The student needs the assistance of a well developed approach (as described by Mackey) to help him progress through these stages. In Nova Scotia, the approach recommended to teachers is that of the "direct method", i.e. the target language is used from the beginning and pupils are encouraged to associate the new terminology with familiar objects and activities without resorting to translation. All possible non verbal stimuli will be needed by the teacher to ensure that comprehension takes place. In addition, a regular, well prepared testing program is needed to assess, as accurately as possible, the level of skills acquired by each individual student.

Since teachers should be able to call upon program materials to assist them in the preparation of activities suitable for the classroom such materials should include at least the following components in all of the skill areas:

1. Presentation Contexts -- Materials which are used to present new vocabulary, structures, ideas etc. The dialogues, readings, tapes, frames etc. used for global presentations should have a very high interest level and should use the new expressions, vocabulary and structures many times in succinct realistic or humorous situations. These should not be too long.

2. Explanation or verification contexts: Rules, given after some preliminary usage, should be stated only when they can actually be of some obvious use to the students in speaking or writing correctly. They should be simple, to the point, and accompanied by many already familiar examples of usage.

If sufficiently straightforward, some may be in the target language, it is preferable, however, that they be in the students' own language.

The teacher will need to be assured that the student has understood the way in which the various language elements behave when placed together. This may or may not involve the quoting of rules for future reference but should, however, always involve teaching the students how to use good reference materials.

At this early stage, it should be noted that the memorizing of rules appears to be more confusing than enlightening. Students are seldom able to apply the rules to a given situation until they have acquired a much broader experience in the use of the language.

3. The use of repetition and memorization: While it is recognized that these are essential, if often boring, they should be made as palatable as possible by the use of high interest situations, varied and frequent re-entry and such activities as songs and games.

4. Manipulation of structure and vocabulary: Exploitation of basic presentation contexts should be effected by the development of new situations using familiar forms which should relate directly to elements in the students' own life situation. This, it must be assumed, will of necessity, depend very greatly on the ingenuity of the teacher and on his ability to take full advantage of every opportunity both inside and outside the classroom. A good selection of course materials can help; well chosen projects are also very useful for this purpose. In addition, guides to accompany the course material should include many suggestions for supplementary materials which may assist the teachers and students to use course materials in many different ways.

5. Automatic oral response: Probably the "acid test" of program materials lies in the measure of success they achieve in assisting students to be able to practise automatic oral responses in a wide variety of situations and with a minimum of boredom. In the past ten years, the structured oral drill has been the main tool used by the teacher for this purpose. While some are still necessary and good, teachers need to have a high level of expertise to be able to select and use these so that they achieve maximum results from minimum use. The judicious use of language lab or tape recorded drills can help students work at their own pace but here again, while program materials should provide a broad offering of such drills for students, it is only the teachers' selection and monitoring of progress which will assure success.

6. Variety: All programs must provide a varied approach to the integration of oral expression of materials presented. There must be the opportunity for simulated but realistic oral communication to take place. It may appear trite to state that students do not learn to speak a language by remaining silent. However, as obvious as that may be, there are indeed materials which do not encourage the continued practise of oral communication beyond the early levels. It is, therefore, very important that the program materials be explicitly designed so that every opportunity is seized to encourage the students to talk more and the teacher to talk less!

The degree of success achieved by this integration is often referred to as "mastery". Since this is the most important outcome which the teacher must achieve with students it may be wise to consider some of the techniques for handling the elements which will need to be mastered.

Typically, a teacher will have approximately 30 students for a daily period of 30-40 minutes. Since this allows approximately one minute per student for individual oral expression, it is obviously inadequate. While recognizing that alternatives are merely compromises and not the ideal, the use of varied techniques of unison response may assist the teacher to provide more time for the students to express themselves orally. Most teachers' guides and manuals suggest a range of such classroom activities, those recommended by the Curriculum Bulletin, to which earlier reference was made, present a good approach:

a) total unison repetition of new material or recitation of review material;

b) group unison repetition or recitation (each group with an assigned role or part, e.g. Group A - questions, Group B - answers);

c) pairs or small groups of students working together as independent teams (in designated areas of the room) to review oral assignments (dialogues, narrations, question/answer exercises, etc.);

d) students taking the role of the teacher to conduct review segments of a lesson.

The best combination of such techniques will ensure maximum oral participation for each student without sacrificing the desirable quality of anticipated performance.

7. Reading contexts: A gradual introduction of material using completely familiar vocabulary and expressions may be made to allow students to recognize these in the written form. Such activities should never be used to introduce new material at the introductory level of language learning. They may, however, serve to make classroom activities such as games and songs more interesting.

8. Testing components: The most important features we hope to find in testing materials are help for the teacher and sufficient flexibility to allow him to adapt tests so that they emphasize the priorities of his own class. Perhaps equally important is whether the materials taught are those and only those which are being tested. Naturally, the element of validity is not assumed without preliminary usage.

9. Guides, manuals: Finally, materials should include teaching manuals or handbooks which are well organized, complete and not too bulky. They should include at least the following: statements concerning the philosophy of the author, general methods to be used, some ideas for classroom presentation of the materials, lists of new materials to be taught in each unit, keys to tests and pupil exercises and ideas for games, projects, etc.

In summary, in using program materials and taking into consideration the five basic steps through which students progress in learning a second language, it would be reasonable to expect that teachers would, on a regular basis, provide all of the following types of classroom activities:

1. Presentation contexts to familiarize students with new material.

2. Activities which verify that comprehension has taken place.

3. Review and re-entry for previously learned material.

4. Exercises which manipulate learned structures in controlled sentence patterns.

5. Drills to build up the ability to respond automatically in normal conversation.

6. Activities which use known materials for new or novel student oriented situations.

7. Conversational situations where students must express themselves as freely as possible in response to each other and to the teacher.

8. Recognition reading of orally mastered materials.

9. Testing.

For suggestions and specific directives concerning the above, it is recommended that teachers use all sources such as manuals, guides and other materials, as well as their own ingenuity to help them prepare the learning activities which will most appropriately answer their own students' needs.

EVALUATION AND TESTING

The question of evaluation as it relates to the French program will be discussed briefly to assist teachers in their approach to this activity. While pupils are participating in various classroom activities designed to help them achieve the objectives of the program, the teacher will need to have constant feedback so that he may determine whether his pupils are successful in mastering the stated objectives. A carefully planned program of evaluation will make it possible for him to balance the types of classroom experiences available to the pupils so that they may have the best possible chance of success and progress.

What is tested should very accurately reflect what has been taught, both in relation to the items on the test and to the stress placed on any particular item. Lado in Language Testing is in agreement with most other specialists in the field when he states that the elements to be tested include the "sounds, intonation, stress, morphemes, words, and arrangements of words having meanings that are linguistic and cultural".[4] These are integrated into the skill areas of speaking, listening, reading, writing and, when it is taught, translating.

At the introductory level of French, it would be assumed that since the skills of speaking and listening are those which are systematically taught it is in the context of those skills that testing should be carried out. Vallette, in Directions in Foreign Language Testing recommends that all of these skills and elements be incorporated into a set of objectives which, when stated in behavioural terms, will provide an adequate base on which to measure the degree to which students have achieved a level of mastery.

Testing

The first two questions to consider in setting up a testing program in Second Language French are:

1. Does the program test the objectives set up as reasonable outcomes of the level concerned?

2. Does the program reflect accurately the priorities placed on skill development, specific vocabulary, structure, etc. during the period immediately preceding the testing period?

Objectives and Testing

If the objectives of specific areas of the school program are realistic and defined in sufficient detail then it would be reasonable to expect that testing would relate to these objectives. For example, if, during a three-month period, the school program states that the students will recognize "Le voilà, La voilà, Les voilà" and use orally the structures of "C'est + proper noun", it would be expected that specific sections of the test administered at the end of this time would test these objectives. The percentage (or weight) of marks given to these sections of the tests should reflect the priority placed on these objectives during the actual teaching in the classroom. By implication

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4. Robert Lado, Language Testing, Longman Group Limited, London, 1961, page 25

this would indicate that the teacher will need to be aware of the intermediate and proximate objectives of his program in his school. It also implies that, if these objectives have not been set for a particular area or school program, there is some urgency that they be determined.

To summarize, it would be expected that the procedure followed could be briefly described as follows:

(1) Set up objectives.

(2) Determine how these objectives may be reached.

(3) Evaluate both the level of skills and the observable behaviours of the students.

Testing of Skills

While it may be obvious that a program which is 100 per cent aural/oral should not require students to demonstrate ability in the areas of reading and writing, in practise this has been known to occur. At the introductory level, it is very important that testing relate to demonstrated achievement in the aural/oral skills. In a program where reading and writing are limited to the recognition and copying of material already presented and mastered at the aural/oral level, testing should not require reading, writing and spelling in the target language. These skills should not be tested until the intermediate level, after pupils have been taught to read.

The difficulty of setting up purely oral/aural tests is not to be minimized. While there are many effective techniques to test the aural skills of auditory discrimination and comprehension, it is far more difficult to find both the time and the techniques for testing the broad range of oral skills. In particular, this may become a difficult challenge for the teacher who commutes to several classrooms or to several schools or whose students travel by bus. Since the teacher must do at least some of this testing on an individual basis, the chief difficulty may be in finding sufficient time to carry out the testing.

The specific aural/oral skills which are generally accepted as being a part of communication are the following:

1. Comprehension

A. Sound discrimination: The teacher will need to test the student's ability to select specific sounds which he has been taught and to recognize them when used in words and sentences. This may be done in class and, in the beginning is often tested by such questions as:

1. Select the French word when you hear it, by circling number 1 or 2 for a, b and c:

	1	2
a)	des	day
b)	bow	beau
c)	ces	say

2. Select the word(s) containing a nasal vowel sound by circling number 1, 2 or 3 for a, b and c:

	1	2	3
a)	La	Lame	Lent
b)	Donne	Dos	Don
c)	Un	Une	Eu

3. Select the word containing the sound u by circling number 1 or 2 for a, b and c

	1	2
a)	Deux	Doux
b)	Sous	Ceux
c)	Vous	Veut

Students' answer sheet would be as follows:

1.	a)	1	2	2.	a)	1	2	3	3.	a)	1	2
	b)	1	2		b)	1	2	3		b)	1	2
	c)	1	2		c)	1	2	3		c)	1	2

B. Meaning: Do the students understand what they hear? Again, it is possible to test a group of children together in a class. There are usually three types of tests given to test aural comprehension:

(a) use of visual stimulus: picture, object, action
(b) appropriate rejoinder to short question or statement
(c) appropriate rejoinder to question or statement about a short anecdote.

Answers are indicated by selection of a letter, a number, a picture, etc. or of a sentence written in English.

2. Speaking or oral expression which will need to test:

A. Specific ability in (a) Sentence structure
(b) Vocabulary usage
(c) Pronunciation
(d) Intonation
(e) Stress
(f) Spontaneity of delivery

B. Global effect

Since the teacher needs to evaluate the students individually, it will probably be necessary to do some of this testing during part of the daily period of French. In addition, at some specific periods during the year, it will be necessary to observe and mark students individually.

During class periods a teacher may observe and give a mark to students taking part in some of the activities suggested under the section of this guide which refers to providing time for oral practise. He will also need to use some of the techniques such as those suggested in program test packages. Other ideas tried and found useful by teachers are summarized in the Halifax City publication, these are:

1) In order to cover as much material in as short a time as possible, sufficient clues in the form of words and pictures must be given the student in order that the desired response will be elicited rather than another which we are not testing. This should lead to a quick response on the part of the student.

2) It is the learning problems that must be tested, that is the areas of difference or interference between the two languages. If these areas are mastered, then certainly we can say that the student has control of the language.

3) The following types of questions could be used:

   (a) a picture series representing simple actions with oral questions to elicit single oral sentences. Two sample pictures should have the expected responses printed below them.

   (b) The student is asked to imagine that he is speaking to a friend. A tape recorded voice then begins to talk to the student saying e.g. "Comment vas-tu?" This leaves the teacher free to concentrate on the specific items he wishes to mark, perhaps pronunciation of a particular word or a particular structure, etc.

   (c) Incomplete sentences which the student is expected to repeat and complete. Only the sound or structure selected in the completion must be scored. Utterance from the conversational dialogues in the various units, which the students have memorized, could be used for this type of question.

   (d) A less objective type question is to assign a talk of two or three minutes on a specific topic e.g. describe your home, a person, etc.

   (e) Questions similar to a pattern substitution drill.

   (f) Let the students think up questions which other students will have to answer. These questions can be put in a box and each student in turn has to draw out five. Instructions on how he is to answer can be given, e.g. answer in the negative, etc.

Use of Test Results

Probably the most common use made of test results if to determine pupil placement and progression. As long as the criteria for testing are related to specific objectives and the student is able to demonstrate clearly that he has attained these objectives it would be reasonable to assume that he is prepared to progress to a new level of work. It would also be reasonable to expect that a student who is able to reach these objectives rather rapidly should progress at a faster pace than one who needs more time. Thus, the teacher will have to make some clear decisions about not only where and when the students progress but how he will be able to continue to challenge the students who learn quickly while providing ample opportunity to accommodate those whose pace is slower. At this point, tests which are specifically designed for progression and placement should also be used as a teaching tool to help the teacher make wise decisions about her program and the conditions under which it will be carried out.

This function of testing is even more important when teachers give tests, either formal or informal, whose purpose is to diagnose weaknesses. A carefully

designed program of diagnostic testing should indicate clearly where gaps exist in the overall program and also where groups of students or particular individuals need remedial work or a shift of emphasis in teaching. This kind of feedback is essential to effective and efficient teaching. The continued cycle of identification of need, design of program activities, carrying out of evaluation, reassessment of needs etc. can assure that progress is equally continuous and encouraging for both the teacher and the student.

Because it is possible to give clear indication of measurable progress in achieving realistic objectives in language learning, it is also possible to use testing as a strong motivational tool. When a student masters one step and is able to be aware of that mastery, he is encouraged to believe that he can succeed in the next step. Although overall progress may be slow, each success indicates the likelihood that it is possible to continue to succeed. If teaching and testing are closely interrelated with realistic objectives, this area of language learning can become one of the most productive in the program.

SECTION II

HINTS FOR CLASSROOM TEACHERS

INTRODUCTION

The aim of this section is to present, to the second language teacher, a selection of supplementary materials which have frequently and successfully been used in the classrooms of Nova Scotia to make the teaching of French more effective.

Teachers having suggestions, queries, improvements or contributions to communicate are encouraged to do so through:

Modern Language Consultant's Office
Youth Education
Department of Education
P.O. Box 578
Halifax, N.S. B3J 2S9

CURRICULUM FRENCH PROGRAM

Elementary level 3, 4, 5, 6

What follows is a sample schedule of a CORE program prepared by the teachers of one area and does not include suggestions for supplementary activities, or songs, games, etc. which many teachers incorporate regularly in the class routine and in long term lesson planning for each grade taught.

Grade Three (3) CORE Program

Fall term Sept. - Dec.	a) finish remaining sections from Aux Yeux des Petits - where applicable b) do modules from Petit Monde Allez-y Les Feuilles Tombent Pomm' Pomm' c) Noël - Petit Papa Noël
Winter term January to March break EASTER	a) thematic material b) Trois Petits Cochons c) 007 - Jacques et la Fève d) La Toilette de + jeux + activités
Spring Term April, May, June	a) La Petite Tulipe + b) Je suis canadien + c) Salut! etc. d) sections of earlier modules which had to be covered at a later date ...

Grade FOUR - (4) - CORE PROGRAM

September 1977 - June 1978

Fall term September 1977 to December 1977	I.O.P.F. - level ONE A) Unit I - + jours, mois, numéros, date, saison, temps + B) Unit 2 - alphabet + a) l'Action de Grâce b) l'Hallowe'en c) La Journée du Souvenir - le 11 novembre + C) Unit 3 - Tante Louise vient pour Noël le thème de "Joyeux Noël"
Winter term January 1978 to March Break Easter 1978	Le Petit Monde A) janvier - Apoutsiak OR Gai, gai les écoliers B) février - Carnaval + Emission Lune (bande enregistrée) la St. Valentin - le 14 février + C) Pâques - Jeannot Lapin + vocabulaire thématique ...
Spring term April May June	Constant review of essentials + Vive le Cirque OR Gai, gai les Ecoliers

Grade FIVE (5) - Core Program

September 1977 - June 1978

Fall term September 1977 to December 1977	I.O.P.F. A) Review units 1, 2, and 3 with READING COMPANION + B) Constant review e.g. jours, mois, numéros, date, saison, temps, etc. + C) fêtes + congés + November - begin Unit 4 - I.O.P.F. Matin d'hiver D) Noël - do Petite Fille Aux Allumettes Module from le Petit Monde.
Winter term January 1978 to March break Easter 1978	A) Unit 4 - I.O.P.F. to complete B) READING COMPANION to be used in simultaneous use as unit of work progresses ... C) Unit 5 - I.O.P.F. Madame Leduc est malade ...
Spring term April May June	A) Complete Unit 5 - I.O.P.F. + READING COMPANION B) Begin Unit 6 - I.O.P.F. La famille Leduc en ville + READING COMPANION corresponding materials ...

Grade SIX (6) - CORE Program

September 1977 to June 1978

Fall term September 1977 to December 1977	A) NO systematic review B) teach NEW unit immediately Unit 7 - I.O.P.F. + C) READING COMPANION as begun in grade 5 - systematically complementing the ORAL and AURAL treatment of new material from each new unit of work. D) Review will be included when required with the regular treatment of material under development. E) GRAPHIE des SONS (a) (e) (i) (o) F) Project work for presentation and evaluation G) NOEL CHEZ SNOOPY
Winter term January 1977 to March Break Easter	A) Unit 8 - I.O.P.F. + B) Reading Companions C) GRAPHIE des SONS (ã) (u) (y) (ɛ)
Spring term April May June	A) Complete UNIT 8 - I.O.P.F. + B) READING in supplementary readers 1) Louki 2) Serie Carreautée 3) Read about France 4) Jacques et Claire series 5) et al + C) PROJECTS (orally presented)

RELATED ACTIVITIES

Any classroom procedure which may be useful in presenting familiar structures or vocabulary may be considered a RELATED ACTIVITY; its relevance lies in the fact that the senses are stimulated to associate the newly learned symbolism of communication in a novel, and often more stimulating, fashion.

A related activity which may be as simple and appealing as giving a French name in lieu of its English equivalent, or a highly sophisticated television programme is, in reality, a pleasant shock that can be introduced at those moments when the planned procedure plummets and needs the "tonic" of a peppy change.

Comptines

We have all savoured the melody, mirth and model methodology of nursery rhymes. These lyrical patterns are as charismatic in the second language as in the primary tongue and are usually incorporated or addended in programs to exploit their value in developing pronunciation and fluency or in facilitating memorizing.

Here are a few booklets which have enjoyed enthusiastic response in the classroom:

Le Sablier: C.P. 120, Boucherville
Québec, J4B 5E6

La Souris Verte: Marcel Didier (Canada) Ltée
Montréal

Comptines et Chansons: Guide Pédagogique Elémentaire IRE-2E
Service des moyens techniques d'immigrants
Ministère de l'Education
255 est, boul. Crémazie
Montréal 354, P.Q.

Songs

The teacher who can sing and strum a guitar or play the tune on a piano is particularly well blessed in being able to give totally impromptu relief to the class through song; however, tapes and records have placed almost as much flexibility at any teacher's disposal.

Artists who have prepared tapes or records for the entertainment and enjoyment of children include: Alan Mills, Roger Whitaker and Nana Mouskouri. There is also, Les Chansons de Chez Hèlene, available from Borden V. Thompson Limited, 32 Alcorn Avenue, Toronto 7, Ontario (price $1.00)

Favourite titles include:

Beginners:

(1) Mon merle
(2) Bonjour dame
(3) Lundi matin
(4) Le doh de ma clarinet

(5) Frère Jacques
(6) Napoléon
(7) Dans mon Pays d'Espagne
(8) Chère Elise
(9) Alouette!
(10) Pop Song
(11) Haricot dans l'Oreille
(12) Bulles de Savon
(13) Mammy Blue
(14) Mon Pays Bleu
(15) Le Chien dans la Vitrine
(16) DO-RE-MI
(17) Dominique
(18) Le Joyeux Promeneur
(19) Au Clair de la Lune
(20) Le Temps des Fleurs
(21) Bon Bonhomme
(22) Kumbaya
(23) Chevaliers
(24) O' Canada
(25) Un Canadien Errant

Song Adaptations: Familiar tunes may be exploited to the students' advantage by creating verses which make the song more meaningful to a class, i.e., by adding local colour or by having a class compose the verse during an "activity" period.

TELEVISION

T.V. Its place in the HOME and in the French classroom.

Learning a new language should be presented to the child as a most pleasurable and natural matter. The younger the beginners are, the easier will be their task. It is only necessary to think back to the early days, when you were learning your mother tongue. It is difficult to remember exactly, since the whole experience was done so matter of factly. However, there was, most probably, laughter surrounding each new word and numerous repetitions of these, since vocabulary is the KEY to communication. It was natural fun to learn your mother tongue. Why should it be any different for your students learning French? Learning the second official language should and CAN be even more pleasurable.

Television: In order to help the child adapt easily to the television set in front of which he will be placed, he should be given some exposure to early apprenticeship programs such as Mon Ami, the successor program to the popular Chez Hélène. Teachers of French as a second language never cease to be amazed when they hear the youngsters singing out in French words to songs and comptines. Very often these kiddies are Mon Ami regulars.

Sesame Street, the English version is another must. It should be used as a slide towards the French version of this wonderful series. To proceed from the known to the unknown is a very good method. Radio Canada's programming in the youth department is surely one of the best in the world. Channel 13 - CBHFT, available to most areas in the province offers a wide variety of programs from those directed to the preschoolers in the mornings to those for the older children in the late afternoons, and early evenings.

MORNINGS: The children should be familiar with series such as:

1) Au Jardin de Pierrot
2) Du Soleil à 5 cents
3) Vou Hou
4) Minute Moumoute
5) Virginie
6) Boîtes à lettres
7) Une fenêtre dans ma tête

The above programs on Channel 13 are aired in the mornings between 10:00 a.m. and 11:30 a.m. and usually last from 15 to 30 minutes. These programs consist largely of SIMPLE dialogues on USUAL subjects and involve songs, dances, games, mime stories, drawings, and a variety of other subjects lasting not TOO long, so that the young viewers are never bored.

On Saturday and Sunday between 10:00 a.m. and 10:45 a.m. there are programs for children such as Demetan, Wickie, and Woody le Pic. These are in style of conventional cartoon presentations. Mon Ami Guignol, the equivalent of Punch and Judy is presented on Sundays from 10:30 a.m. to 10:45 a.m.

On the local Channel 3 - CBHT, in the mornings from September to May there are Educational programs of French instruction directed largely at the school aged youngsters offered by the CBC in cooperation with the Departments of Education of the different Atlantic provinces. These are as follows:

A. Allons-y (level 7) - this is a new series of broadcasts being prepared for telecasting on Channel 3 - CBC beginning in April. It will be broadcast from 9:30-9:45 on Tuesdays and repeated again on Wednesdays 10:15-10:30. This NEW series will begin on Tuesday, April 4, 1978.

B. Qui est là? - 20 broadcasts/10 minutes long, Monday 9:30-9:40, Friday 9:50-10:00 for beginners and 4, 5, 6. This is a program designed for students who have had at least one year of French. The programs are of 10 (ten) minute duration, and are telecast on Mondays 9:30-9:40, Fridays 9:50-10:00. The series is repeated again in January. Each of the twenty programs, performed by professional actors, takes an amusing look at an occupation. Viewers are introduced to objects associated with the occupation and are asked to guess who would use these. This will be followed by a short comedy sketch of an incident centered around the occupation in which there is a frequent repetition of the words introduced at the beginning. There are flash cards available upon asking.

C. Vive la Compagnie - this series of 20 broadcasts of fifteen minutes each is now being aired on Wednesdays, 10:00-10:15 a.m. "Vive la Compagnie" is a series of situation comedies performed in French by professional actors using vocabulary appropriate to the teenagers at the grade 8 to 10 level. The programs are not aimed at direct teaching but rather are intended to provide an interesting opportunity for viewers to use the language. Although it is expected that only a few will be able to completely understand the dialogue, the situations are designed so that the storyline and humor can be enjoyed in spite of this. However, it is hoped that the humorous situations will motivate the viewers to follow the dialogues as closely as possible.

D. Le Monde des Petits - this is a series of 40 broadcasts of 10 minutes in length, prepared originally for viewers - whose first language is French. However, many viewers follow the programs with some pre-teaching and some follow-up of new vocabulary. Although the level of French is very mature the subject material and the interest level are particularly high and the program time short enough so as to be a very effective listening exercise.

In the afternoon, the hour between 5:00 p.m. and 6:30 p.m. is reserved for older children (et al!) This does not mean that the younger ones should not watch. From Monday to Friday at 5:00 p.m. Bobino and Bobinette has entertained viewers for the last eighteen years. This delightful program, of very well made cartoons between dialogue, has delighted many "téléspectateurs." Other different programs are seen through the week between 5:30 p.m. and 6:00 p.m. They have a story line, lots of colourful characters and a great deal of action. Some titles of this nature are Nic et Pic, Le Grenier Fanfreluche, Sol et Gobelet, Alexandre le Roi.

On Saturday evening a full hour of cartoons is featured from 6:00 p.m. to 7:00 p.m. in Bagatelle. Other favorites are Daniel Boone, Disney Présente, Skippy le Kangarou, Nanny, all of which are familiar to English speaking viewers.

What to suggest to the teenagers? The range is as wide as it is varied. Depending on the proficiency of the individual, it could range from Bobino to Les Beaux Dimanches, a three hour offering comprising "in" singers, comedy or serious drama, and documentaries of all kinds including the Cousteau explorations, recitals by both Roger Whittaker and Nana Mouskouri. The English-speaking viewers will note that several series and movies shown on French television such as Marcus Welby, have been dubbed. This should be of help. A middle of

the road suggestion would be Vedette en Direct on Tuesdays on CBHFT. This is a fine half-hour of popular songs and music.

Why not watch the hockey game in French once in a while? Also, an interesting game can consist of comparing the English news with the French editions.

This short account has not been too specific about time on purpose. Presumably, everyone has access to the T.V. Guides - Telecaster - T.V. listings, etc. which are readily available. Most viewers can probably find their way through the various listings for descriptions and résumés of the viewing matter.

Please note: Times for viewing may be changed. For current hours, please consult the latest T.V. schedule.

ACTIVITY CENTRES

The French teacher will find at certain times during the year that the enthusiasm for the cause is not as high as it was in September. It is usually during the months of February and June that these low periods occur. One lift to the French Program is the use of activity centres.

Various games lend themselves to groups of two to four people placed in different parts of the classroom. The teacher chooses an activity day where two class periods are combined to give students a better chance to participate in most of the activities. These games should be presented following mastery of the oral core material. Most of these games can be kept in 8" by 10" envelopes with the directions for them written in English. The following list is a description of popular activities presented to teachers at a workshop in 1975. Students are to spend 10 to 15 minutes at each centre (depending on the activity involved.)

Units I-II

1. Qu'est-ce que c'est?/ Qui est-ce?

   Hide a picture of a known person or object in a bag or box.
   Others are to take turns guessing who or what it is.
   Whoever guesses correctly then has a turn.

2. Mind-reading

   -- cards with numbers, objects, or people on them
   -- one person holds cards hiding them from others
   -- others try to guess which card is on top
   -- see how many they can guess correctly OR how many guesses it takes to get each one

3. Concentration

   -- 2 sets of cards with numbers 1-10/or objects/or people on them (there must be matching pairs)
   -- cards are shuffled and spread out face down on the table
   -- students take turns turning over 2 cards saying aloud what each is in French
   -- if the cards match that is a point
   -- winner has the most matching pairs of cards

4. Object Removal Game

   Place on a tray objects which students can identify in French. From the group involved, one stands with the objects and the others turn their backs. The leader removes an object and places it behind his/her back; then gives the pre-chosen signal word (perhaps REGARDEZ!). The first one to identify the missing object is the winner and takes the place of the leader OR each member of the group takes turns being the leader.

5. Mathématiques

   -- simple math facts on flashcards

-- one person is leader and holds up the cards one at a time; see which student can answer correctly in French first.

6. Voilà la famille _____!

-- using silhouette figures, each student is to introduce his/her own family, using the format:

Voilà la famille _____ .
Voilà M. et Mme _____ .
Et voilà les enfants: _____, _____, _____, etc.

7. Où est _____? (PEOPLE)

-- number cards with different characters on the other side are placed along backboard ledge.
-- one student to act as teacher and ask where each character is.
-- others take turns guessing le/la voilà + number
-- the one who guesses correctly keeps the card
-- the winner is the one with the most cards

8. Où est le/la _____ de _____ ? (OBJECTS)

Same as above

Units IV to VI

1. Concentration

i. colours
ii. weather
iii. numbers
iv. vocabulary items
v. colours and objects

2. Est-ce que tu portes un chandail/un chapeau _(colour)_ ?
-- see IOPF manual, Unit 4.

3. Pêche! (FISH) (numbers of objects).

STRUCTURES: Est-ce que tu as _____?
Oui, j'ai _____/non, je n'ai pas de _____.

4. Checkers -- every time you land on an object, must say what it is in French.

5. Bravo! -- a board game
-- everytime you land on a square, you must say the number, colour, or object in French

6. Math Questions -- Concentration

7. Devinez la date!

8. Je mets _____ dans _____ . (placing objects in the most logical room of the house)

9. Make a sentence.

10. English-French Jigsaw Puzzle.

11. Qu'est-ce qu'il y a dans le sac?

12. What can you say in French?

13. Situation Dialogue puzzle.

14. Boun magazines.

15. Où est Snoopy? -- Concentration.

Films

Most 16 mm films listed in library catalogues would interest students with at least three years of French.

Animated films may be used to advantage in a French classroom by turning off the sound and creating an appropriate tape to go along with the projection; students may also be asked to provide sound effects and dialogue.

A commercially available series depicting puppets in classical roles is available and includes such titles as:

Le crime de Boupah
Boupah et l'épicier
Le gâteau de Fléon

READERS

In the introductory level of the French Program, readers can be an important part of the course. When the students have started recognition reading, sometimes the previously mastered oral core material does not provide a great enough stimulus for the further encouragement of reading. It is at this point in time that readers can be incorporated into the program to provide this stimulus.

Use of the Reader

It is not advisable to use the reader for the complete lesson every French day because the oral core material has priority in any introduction level. It is suggested that the teacher choose a reader day or use the reader in some of the regular lessons.

The first use allows the teacher to hear most of the students reading at one time which in turn enables the students to make more comparisons. It gives the teacher a maximum opportunity to pre teach new vocabulary and structures, make corrections or give explanations. It can also allow the teacher to have a follow-up activity, whether it be a drawing, questions, or dialogue which could be based on the story.

Many of these parts of the reading lesson could probably be covered in one session, depending on the difficulty of the reading material.

The disadvantage of the single session concept sometimes tends to be that the teacher and students must often wait three or four days to finish something started on the reader day lesson and sometimes this does not provide the continuity which elementary students need.

Using the reader in smaller blocks of time does provide this continuity but is limited in that only so much can be done in 10 or 15 minutes, if that is all the time the teacher can allow to the reader part of the daily lesson. In this method the teacher could probably preteach new items one day and hear some students read, while the second day she could probably hear the rest of the students reading. Explanations and corrections could be interspersed between the readings. Another day the teacher could use the time alloted to reader for a follow-up activity. Teachers should develop a method which works best for themselves and their students.

The following list of readers may be a helpful guide:

1. E = elementary (juvenile)
2. J = junior high age - teenagers

MISCELLANEOUS SELECTIONS

PAUL et JACQUELINE (E) by A.L. Carré, published by University of London Press
IL ETAIT UNE FOIS (E) by Françoise Savigny, published by National Textbook Company
LES TROIS OURS (E) by Margaret Hirst, published by George G. Harrap & Co. Ltd.
THE "READ ABOUT FRANCE" SERIES (J) Books 2, 4, 5, 6 written by Julian Popescu, published by WHEATON
AIMEZ-VOUS L'ECOLE (2 copies) by D.J. Jenkins, published by Ginn and Company Ltd.

CHALUTIER DE VERNEZ by D.J. Jenkins, published by Ginn and Company Ltd.
LA FAMILLE DECOO (J) by Madeleine Treherne, published by Harrap, London
LET'S PLAY GAMES IN FRENCH, for teachers, by Bernard Crawshaw, published by National Textbook Company

(J) NUFFIELD INTRODUCTORY FRENCH COURSE STAGE 4a
-- VENDREDI TREIZE
-- L'AVENTURE DE MICHEL LEGRANT
-- LE FANTOME DE LA MAISON ABANDONNE
-- UNE NUIT DE BROUILLARD ET DE FUMEE
-- A LA PECHE
PUBLISHED BY E.J. ARNOLD & SON LIMITED

(J) EN AVANT STAGE 3
Readers 1,2,3,4,5,6,8,9,10,11,12,13, & 15
Published by E.J. Arnold & Son Limited

(J) EN AVANT STAGE 3
Readers 1 - 15
Published by E.J. Arnold & Son Limited

(E) LA COURGE ENORME
PIERRE VA AU SECOURS
GEORGETTE ET SON NID
LE PONEY DE PETIT OURS
Published by General Publishing Co. Limited

COLETTE
MON AIM CHOCOLAT
Published by Librairie Hachette

SANS LE SOU (J)
TI-JEAN (J)
Published by Holt, Rinehart and Winston of Canada Limited
Collection Joie de lire

(E) CHALUTIER DE VERNEZ
AIMEZ-VOUS L'ECOLE?
GISELE ET SON PONEY
LES MARTIN ET LES BANDITS
JEAN A L'AEROPORT
Published by Ginn and Company Ltd.

(E) LES PETITS CAHIERS
NIC ET NICOLETTE
BOOKS 1,3,4
Published by Mary Glasgow Publications Ltd.

(E) LES PETITS CAHIERS
LES EXPLORATEURS
BOOKS 1 - 4
Published by Mary Glasgow Publications Ltd.

(J) LE LOUP BLANC
MARS: DECEMBRE 2001

LE PERE ALBERT LACOMBE: ARSOUS-KITSI-PARPI
LE MYSTERE DE L'ILE-A-CHENE
LE SEIGNEUR DE SAGUENAY
LE FRERE DE MICHEL
PAULINE JOHNSON LA FLEUR DES BOIS (2)
Holt, Rinehart and Winston of Canada, Limited

(J) AU PETIT GALOP
TOUJOURS AU GALOP
LA TORTUE AU GALOP
ENCORE AU GALOP
BY Gisèle Laliberté Bezenar
Holt, Rinehart and Winston of Canada, Limited

(J) LES CAHIERS ROUGES, BOOKS 1-12
Mary Glasgow Publications Ltd.

(J) THE "READ ABOUT FRANCE" SERIES
Books 1 - 9
Written by Julian Popescu
Published by WHEATON

(J) LA SERIE CARREAUTEE

(E) TUMAK
BICASSO DE CRO-MAGNON
LE RALLYE FEUILLE D'ERABLE
BEAU TEMPS' MAUVAIS TEMPS
FRANCOIS DE SAINT-JEAN-PORT-JOLI
MISSION PLUTON
INSTRUCTOR'S GUIDE
TEACHER'S GUIDE
Written by Angèle Dion Caravaggio
McGraw-Hill Ryerson

BEGINNING TO READ BOOKS
(E) L'ARC-EN-CIEL
LES DIX KANGOUROUS
LE GO-KART DE GASTON
LES JEUNES CORSAIRES
Ernest Benn Limited - London

(E) JACQUES, CLAIRE ET LE FANTOME
JACQUES, CLAIRE ET LE CANARD
JACQUES ET CLAIRE A LA MAISON
by R.H.C. Fice & F.S. Claxton
published by MacMillan Education Limited

(E) VIENS AVEC MOIS
Book 1 Taxi!
Book 2 Bravo Philippe
Book 3 Chien Méchant
by J.W. Winter
published by MacMillan Education Limited

GAMES

The aim of this section of the guide is to present to the second language teacher a selected number of language games and exercises which have been frequently and successfully used in the classroom as a technique to make the learning of French more useful and interesting for the students. It is hoped that the following ideas will encourage teachers to make further suggestions and improvements. The references appearing at the end of this section should be consulted for additional information.

Enjoyable Activities and Exercises

Second language games provide an opportunity for a highly motivated use of the second language after vocabulary, sentence structure, idioms, or verbs have been drilled. The following list* presents some questions about games that we should consider.

What is the purpose of a second language game?

a) to provide interest and variety to the lesson;
b) to provide opportunity for the student to produce the language in an informal, stimulating, and personal situation;
c) to maintain and "set" skills already learned;
d) to review cultural learnings, knowledge of geography, history, current life, and the like.

When is a game a "good" game?

a) when most or all students can participate;
b) when it moves quickly and is easy to play;
c) when it contains an element of suspense or competition;
d) when it is easy to organize and score (if competitive);
e) when it provides maximum speaking practice;
f) when it reinforces what has been taught;
g) when it is culturally typical;
h) when it is fun for the age level involved.

How is a second language game taught?

1. Choose a game that uses already-learned expressions or vocabulary. (New items or unfamiliar materials are not "game" material.)
2. Explain the game briefly and clearly, in English, dramatizing if necessary.
3. Go through the game with the students until they know what is expected of them, what the point of the game is, and how to keep score if necessary.
4. As the teacher, take part in the game only until the students can take over by themselves.

What are some of the values of using second language games?

1. They provide a change of pace.
2. They revitalize a class, even if the game is used only for a few minutes.
3. They provide a "break" for informal or physical activity. (The younger student needs physical activity as his attention span is shorter and he

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*Miller, H.B., in The Dialog, February 1969.

becomes restless and inattentive if he is forced to sit quietly for too long a time.)

In addition to these purposes, evaluations, methods of teaching, and values of games, there are several other important considerations:

1. The game should be educationally and culturally sound.

2. Some games may require vocabulary or structure not previously studied. New items should be taught before the game or else delay the game until later in the year after the items have been learned.

3. Games should not be over-used. They are a variation to achieve the end product. They should not be a "last minute" lesson plan, a device to make the students like your class better than the other section of French, or an attempt to psychologically persuade the student that language learning is all "fun and games".

4. Give the student a chance to lead the class. Following the leadership of a peer can lead to more cooperation and more student involvement.

5. Games should not be used as a "reward". This implies that "if you don't do what I say, you will be forced to learn French in the same (perhaps tedious and boring) routine."

6. Be imaginative. When a teacher of another area talks about an exercise that works in his class (second language or otherwise), think about how you can improvise the idea for your language class. Television programs (Sesame Street, for example) have various ways to make children see and hear sounds and words. Can you modify their methods for French? When the English class studies Haiku*, have the students write French Haiku. Use Puzzle and Game books (usually for younger children) and adapt them to French.

7. Students enjoy "fun" activities, and since learning can be fun, the underlying reviews and skills strengthened by games should not be stressed to the students as the main reason for playing games.

Developing enjoyable activities and exercises require motivation, imagination, and time. Even though the amount of these three items varies throughout the year, the teacher should try to make second language learning enjoyable for the student by utilizing games and enjoyable exercises.

Variations to Choose Teams for Games

There are several ways that the teacher can vary the simple task of choosing sides for teams. One of the most common ways is to alternate counting. Students count off in order -- 1,2,1,2, for two teams or 1,2,3,1,2,3, for three teams. This is a very quick method of choosing sides.

If the class has an equal or near-equal number of girls and boys, it is easy to have a girls' team and a boys' team. This type of competition is es-

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*Japanese form of poetry: 17 syllables - (3 lines of 5, 7, 5).

pecially enjoyed by elementary and junior high students.

The teacher can choose 2 captains for the teams and have the captains choose the teams. This method has several disadvantages. The amount of time involved to choose the teams sometimes takes as long as the actual game itself. This method also usually is embarrassing to some of the students when they are always chosen the very last. Their stigma, whether social, physical, or intellectual is made more obvious. However, this method can result in more enthusiastic participation and competition since all members of the team feel "hand picked".

The arrangement of the classroom also can be adapted to choosing sides for games. Teams can be selected by rows, or divisions of the class into halves.

Instead of choosing a leader by arbitrarily pointing to someone in the room, use the winner of the last game. Or use a simple choosing verse to determine the leader.

Am, stram, gram
Pic et pic et colegram
Bour et bour et ratatan
Am, stram, gram.
Pic!

Une mine mane mo
Une fine fane fo
Maticaire et matico
Mets la main derrière ton dos.

Games

1. Wheels: Cardboard disks, mounted on corrugated paper bases, lend themselves to a wide variety of games involving the spinning of the disk or pointer to make random selections of verbs, vocabulary items or subjects for manipulation in a competitive situation.

   The Base: The base of a game of this type should be made of sturdy corrugated cardboard so that the game will have a secure base which can be suspended from a nail or hook at the front of the class.

   Disks: Disks should be made of bristol board since this type of cardboard is heavy enough to spin freely on a pivot. Windows cut from disks are ideal for the display of a sketch, word or phrase; in constructing a word wheel it is advisable to cut out a window on the disk prior to pivoting it. In this manner, sketches can be made within the confines of the window and they can easily be oriented for easy reading by students. A disk may have windows at more than one point on the radius so that more flexibility may be realized from one game.

   Pointers: Pointers made of cardboard, light wood or rigid plastic are easy to fabricate and mount. The use of a rigidly mounted pointer which hangs at the centre of the blackboard lends itself to manipulation of material just used; a circle described at the tip of the pointer is the guide from which words, phrases, sketches, etc. are positioned on the board.

   Pivots: Small machine bolts or old lapel stick pins may serve as pivots.

   Uses: A. Basic verb wheel in which the window of the disk reveals sketched representations of the verb, i.e. chanter. Teams are formed to compete against the clock in forming phrases using the manipulated verbs.

B. Basic verb wheel incorporating a "subject" pointer adds to the challenge of A; subjects may be proper names or the pronouns.

C. Word verb wheel -- same as A except that verbs are written.

2. Snakes & Ladders: A simple game incorporating sketches which represent vocabulary for which the class is responsible; these vocabulary words must, if a player lands on them, be given in the English equivalent, or used in a sentence, in order to permit the player to move to that particular position in the path to victory. Snakes and ladders need not require dice or a spinner; rather, a list of numbers from one to six, picked by each player at random prior to game "start" will readily substitute chance selection by other means.

3. Boum: Each student is supplied with a printed grid or series of grids in which the student selects and records, from a prescribed grouping, the letters or numbers which he wishes to record. A sub-grid of 16 numbers or letters is suitable. As the numbers, letters or other such instructions are called out, the student circles those which have been recorded on the grid. The first student to circle all the numbers calls "boum". This game is ideal for involving the strong students as "callers" and is a challenge to most students if correct choices of series are used. These series may include addition, subtraction; numbers from 1-25, 25-50, 50-75, 75-100; in fives from 5-125; in tens from 10-250; the alphabet; the alphabet in upper and lower case from A-1 & from M-z.

4. O Canada: The game supplied by the Commissionner of Languages using an adaptation of vocabulary from the course in which the students are involved.

5. Seven Up: This game seems to fascinate students and will prove useful in freeing their expression. The game must be played strictly in French. Seven students are picked at random; the remainder hide their eyes and await a "tag" from one of the original 7. If tagged, a student must hold up his/her hand to warn off other tags. When 7 hands are raised, the teacher calls "regardez maintenant". Students who were tagged take turns at trying to identify their Tagger. If an identification is correctly made the "bon detective" replaces the student who had tagged him and the students are again told "cachez vos yeux" and the game goes on. In guessing who did the tagging, the students say "est-ce que c'est ... qui m'a touché?" The reply must be "Oui, c'est moi" or "Non, ce n'est pas moi."

6. Charade: In this game students mime a range of expressions, film titles, characters, etc. according to the parameters in which they choose to function.

7. Vocabulary Relay: Two teams are formed with about six players on each team. The teacher whispers a word or sentence to the leader who runs to the opposite end of the room to whisper it to the second player in the team. When the last player gets the word it is written on the blackboard; seldom if ever, are the two teams capable of relaying the same word throughout the chain. Words selected from course drill patterns are good for this game since they deal with the proper level of difficulty being experienced in the classroom.

8. Oral Dominos: Teams are selected and a word is given to start the teams, each team plays in turn against the clock. Each player must say a word that starts with the sound on which the preceding word ended. The team with the least number of seconds used to state the full chain is given a point; a series of five chains is about ample.

9. Chez moi il y a: Students take turns in building up an inventory of articles found in the home; in particular rooms; in the car, etc. The game involves the whole class and is a real test of memory and ability to think up a new item to the list which, in a class of thirty, can go as high as thirty different things.

10. Dans mon sac: A variation of number 9.

11. Je fais mes emplettes et j'achète ...: This is a variation of 9.

12. Boum pour les multiples de...: Here any number is selected to be "une bombe" which, if said, knocks the player out of the game. The game ends when there is but one player left.

13. J'ai perdu mon ami(e): When the selected student makes the statement all the class rises to offer themselves in lieu of the lost one. The selectee then states conditions which apply to anyone satisfying comparable conditions until the one student who was singled out as the "ami(e)" is the only one left standing. The "ami(e)" then comes to the front of the class and proceeds in the same fashion to select out a particular friend.

14. Number Grids: Grids displaying numbers which are challenges to a particular class and identified by a vertical color code and a horizontal vocabulary sketch are used as the tools for the game. Teams are selected and the team which uses the least time to point out or identify all its numbers is given a point. The winner is declared after a pre-specified number of series.

15. Mots croisés: Projected on the blackboard, the crossword is completed in chalk by students. This is an activity which is interesting in its own right; therefore, it does not require the stimulation of competition although this too is a viable option.

16. Sketched Vocabulary sheets: These may be used in various ways, such as: Pupils in teams of three or four take turns at naming the items; however, prior to naming a set, the student must say that "un, deux ou trois choses seront nommées." Incorrect identification costs the student a point and failure to complete the number of items costs the team two points.

A black magic transparency may be used to play "noughts & crosses" either at the blackboard or using paper clips bent into the proper shapes and played on the film itself.

Teams act in relays to name a certain number of items while the time is being monitored; the next team tries to beat the record.

ACTIVITIES AND OTHER ENJOYABLE EXERCISES

Quelle est la date -- Divide the class into two teams. Mount a series of cards with various dates along the board ledge. Each student has a turn saying the date on the card. For each correct reply the student earns a point for his team.

Prepositions -- (dans, sous, sur, à côté de, devant). The class is divided into two teams. The teacher mounts a series of cards along the ledge that show various objects in different positions. Each student has a turn describing the picture. For each correct response, a point is earned for the team. Variation: Instead of pictures, have a box, and put the objects in, on, under it, etc.

Hot Potato -- The teacher holds an object and says "Ce n'est pas mon crayon, c'est ton crayon", and passes it to a student who must pass it to another student while saying the two sentences. At the beginning of the activity a student is selected to go to the front of the class, turn his back and count from 1 to 15 slowly to himself. The object of the game is for each student to get rid of the object before the student at the front turns around at the end of the count.

It is very important that students be made to repeat if they try to mumble through the sentences in a hurry. The sentences must be clear and correctly pronounced. It is also a good practice to teach the masculine gender one day and the feminine another day and leave a week between the teaching of the two.

Pêche -- (Fish) card game. Take a lesson to explain the game. Each student should take a package of cards. Divide the class in groups of four. Give each player five cards and put the rest of the pack in the centre of the players. The first player asks "Est-ce que tu as un (3, 4, valet). Oui, j'ai un _____. He gives his card to the player. Donne-moi ton (4, as, etc.) Non, je n'ai pas _____. When the player does not have the card asked for he must pick a card from the centre. The object of the game is to continue until the player has four cards of a kind.

Variation: What's in the Bag? -- The students try to guess what is in a paper bag by using the structures Est-ce que tu as? or Est-ce qu'il y a? The class is divided into two groups. If he guesses correctly he earns a point for his team.

J'ai mal -- à la tête, la gorge, la main, au pied, nez. The teacher asks the question Qu'est-ce que tu as? and pantomimes the structure. A volunteer gives the answer. Next a volunteer pantomimes the actions.

Je mets la table pour le dîner -- The teacher has on hand real objects or pictures of the objects. A student begins and says je mets la table pour le dîner et sur la table je mets 4 couteaux. Each student must add something without forgetting what has been previously put on the table.

Variation: Je pars en voyage et dans ma valise je mets. Each time a student adds a piece of clothing.

Banque: This is a good game for competitions between classes. The teacher presents a chart with different colored pockets which are valued differently

as well;for example a row would contain $1 pocket, $2 pocket, $3 pocket. Each pocket contains a question which the student must answer. The difficulty could increase depending on the colour. The teacher can motivate the class by saying "6A has just earned $52. Can you beat that?" Personal questions and review questions are good for this game.

Risque -- same principle as Banque: In this variation the students choose an answer and they must give the question which precedes the answer. In the beginning the teacher could read the questions and/or answers, later when the students have started recognition reading, they could read them as well.

Mot Qui Manque -- Students are given a few moments to make up a "missing word" sentence, i.e. one in which the meaning or context of the sentence will force the identification of one or more words to be guessed by classmates. Each student then calls on some other student of his own choice, reads aloud his missing-word sentence, substituting the phrase "mot(s) qui manque(nt)"for the words left out: L'oiseau bâtit son nid un mot-qui-manque. The challenged student must complete and correct the sentence in full, filling in the missing words. If successful, he then challenges another student with his sentence.

Qui est où -- The class is divided into two groups. The teacher has pictures of people, places them behind pictures of different rooms. She then asks the question: Où est maman, Jacques, etc. The first team which answers correctly earns a point. An incorrect answer automatically gives the other team a turn.

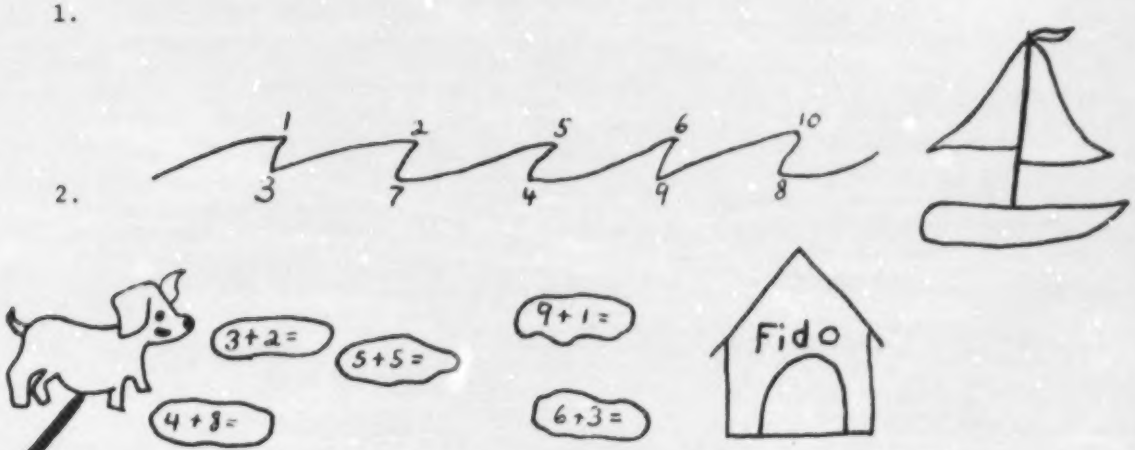
Loto -- This game is similar to Boum only instead of numbers, a grid is made of pictures which are related to the oral core material. Make a grid of 24 pictures. Distribute copies of the master sheet to every pupil. Have the students cut out each picture. Envelopes should be distributed at the same time, the pictures can be put in them and returned to the teacher. In this way, they will not be lost as readily. To start the game give each child an envelope. Tell the pupils to select sixteen or twenty-four pictures from the set and place them in rows of four or five (sixteen pictures will shorten the duration of the game). When the pupils are ready, select a picture and say the word, phrase or sentence which identifies that particular picture. The pupils turn the picture over if they can identify it. A straight row, as in Boum, gives the student a win. As the children become more accustomed to the game, they will be able to verify their bingo, by actually calling back the identifying word, phrase or sentence as they turn up each picture. If they are unable to do this, another method of verifying the bingo is to use the numbers in the upper left hand corner.

GAMES AND ACTIVITIES

A. Chalkboard Games: These games will prove effective for checking the students on their ability to recognize numbers in French, do addition, subtraction, or multiplication; tell time; recognize characters, parts of the body, clothing, etc.

1.

2.

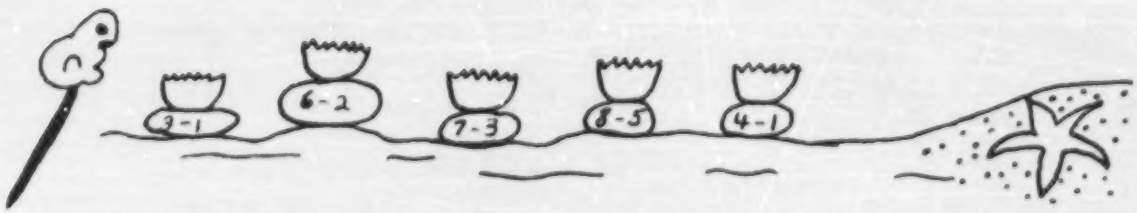


A cutout of a dog is placed on the pointer. Child 'walks' the dog on the stones to his house.

3.

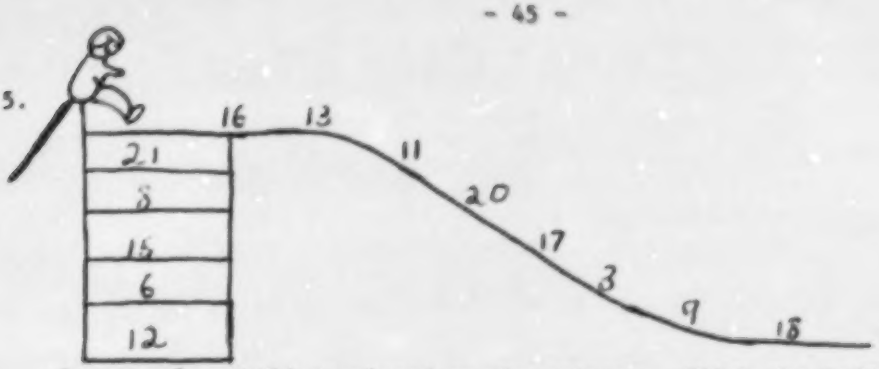
Cutout of a person on the pointer. Child 'walks' through the forest of colour to the car.

4.



Hop the frog across the lily pads to the shore.

5.



Cutout of a child is placed on the pointer. Climb the ladder and slide.

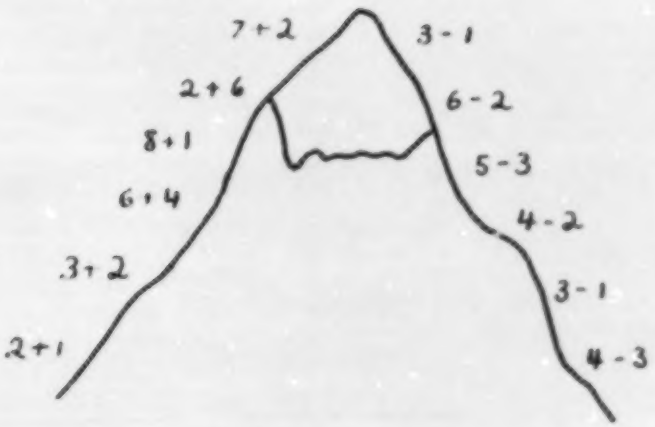
6.

To recognize the characters (pupils' text "Cours Préliminaire" grades 3 and 4) place the plastic figures on the board and the child would 'walk' through the crowd to the store, house or anything that you wish to place at the end.

7. Il pleut.

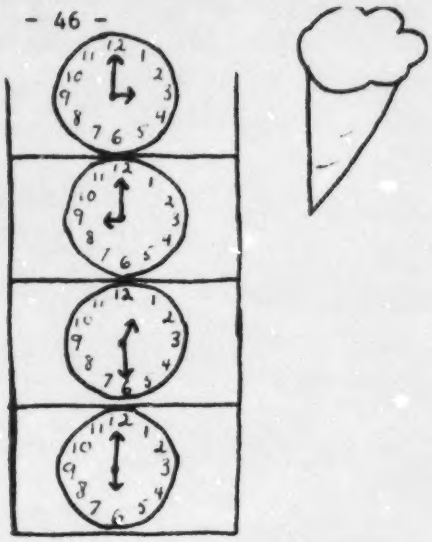
Catch the raindrops.

8. Combien font ...?



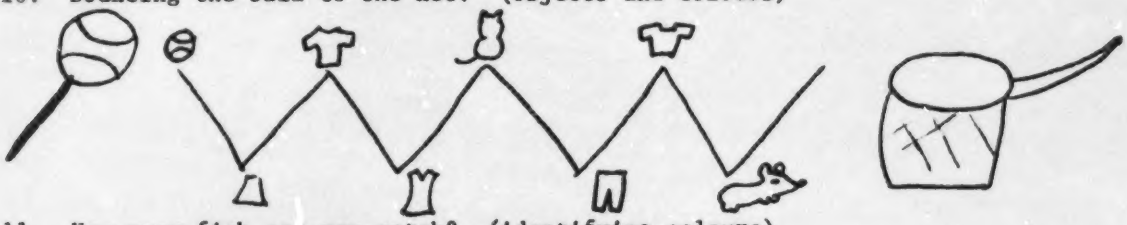
Up and down the mountain in French.

9. Quelle heure est-il

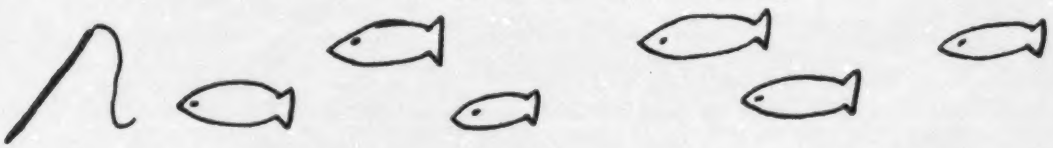


Climbing the ladder to get the ice-cream cone.

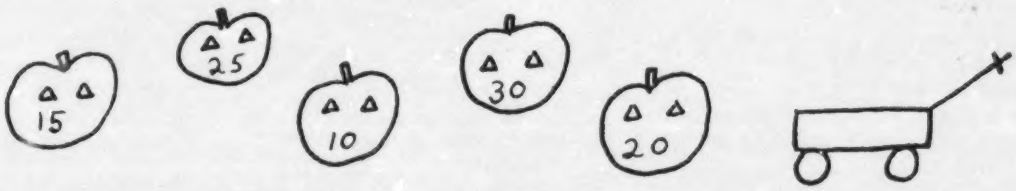
10. Bouncing the ball to the net. (objects and colours)



11. How many fish can you catch? (identifying colours)

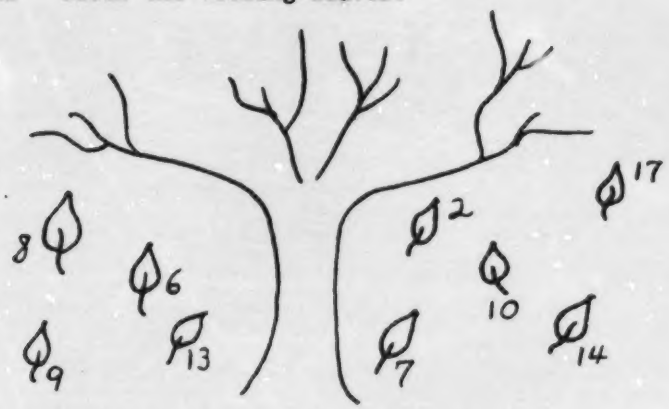


12. Seasonal - Put the jack-o-lanterns in the wagon.

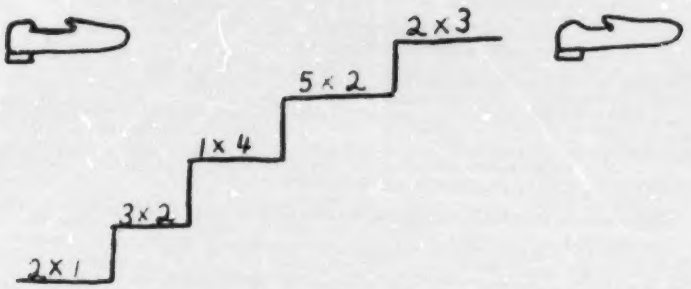


13. Seasonal - Valentine's Day - help the Queen of Hearts find the plate of tarts.

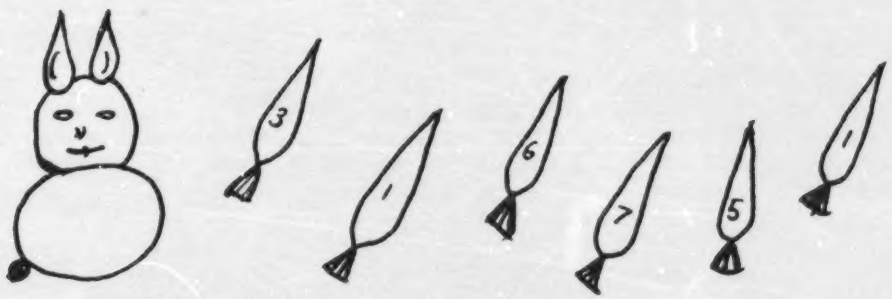
14. Seasonal - Catch the falling leaves.



15. Find the missing shoe.



16. Seasonal - Easter - How many carrots will the rabbit eat?



B. Listening Games

1. Perception games

a) The Grape Vine - Arrange the group in a circle. Whisper a short message (one or two sentences) in the ear of someone in the group. This person whispers it to the person on his left, and so on, until the message has come full circle to its point of origin. It is then compared with the original message.

2. Auditory Comprehension Games

a) Find the Object - Divide the group into two teams. (Let them name the teams themselves.) Put into a large box all the objects the names of which have been taught. As you call out the name of an object, a member of one of the teams comes up and tries to find it in the box. After having found the object named, he holds it up, shows it to the class, and puts it back in the box. If he cannot find the object named, or picks the wrong one, a member of the opposing team has a try, and if he succeeds, wins a point for his team.

b) Simon Dit - French version of 'Simon Says'. There are many variations of this game depending on the level of the children. For this game a child may be the leader. - To drill numbers the children can follow the leader's actions as numbers are called out. Certain numbers are taboo and these actions should not be done. Ex., multiples of a number are not to be done. If multiples of 5, for example are chosen, the children will respond to actions for 1, 2, 3, 4, 6, 7, 9, etc. but not to 5, 10, 15, 20, etc. The children may say the number after the leader if the teacher wants this oral practice.
- Directions are given such as "Touch your toes". "Touch your head". etc. When directions are not preceded with Simon Dit, the children must remain still. This is a good way to practice the parts of the body. This game should be quick paced, requiring immediate reaction to commands given.

c) Time Game - Clocks showing different times are placed on the board. The teacher tells a time and the players must find the matching clock. The first child to do so gets a point for that team. The teacher may require that the pupil repeat the time.

d) Number Game - This game is similar to Time Game. Two teams. Numbers are written or placed all over the board. A member of each team comes forward. The teacher calls out a number. The first child who points at it gains a point for his team. The teacher may require that the pupil repeat the number.

e) Bingo, Lotto, Auto - These games are all similar. The teacher may prepare a set of cards for the class or each child may prepare one. The numbers used depend on how many the children have learned. The game is played like Bingo -- numbers are called out and the children cover that number on his card. If the teacher wished, she can have the winner of the first game call the next round. This game may be adapted to use clocks, and objects learned.

f) Number Bee - As many teams as you want may be used -- Boys vs. girls, row against row, etc. The teams line up in front of a board. The teacher calls out a number. The first one to put it on the board correctly scores a point.

C. Speaking Games

1. Observation Games

a) Point-and-Say - Make a set of flashcards with pictures of objects studied; clothing, pets, etc. (you may use realia). Two teams are used. Show card or object. The first team to identify the object scores. The teacher should cue the class by asking the question; "Qu'est-ce que c'est?" and the pupil must respond by saying "C'est _____." By using the question "Qui est-ce?", this game may also be played using people -- especially those characters in the dialogues learned.

b) Kim's Game - This is probably the best-known type of observation game. Take half a dozen or more objects the names of which have been taught. Place them on a table, or on the floor, and cover them with a cloth. Remove the cloth for about half a minute and let both teams have a look at the objects. Members of each team alternately take their turn in naming an object. If possible, make them do so within a sentence pattern which has already been taught. Each object may be named only once. As the group becomes used to the game, increase the number of objects and reduce the time exposure. At the intermediate level, require more details about the object named. At this level, for example, it will not be sufficient to identify the object as a pen, but as a red ball-pen. A point is given for each true statement.

c) Charades - This game consists in letting the group observe the miming of an action while trying to guess which action is being mimed. For example, one team may decide -- secretly, of course -- that one of its members should mime a person getting dressed in an upper berth. While going through the motions, each member of his team takes his turn in asking a member of the opposite team what the action is. (What's he doing?) The opposing team must reply with complete and correct sentences. Make sure the actions chosen for miming can be described in words the group knows.

d) Identification - This game is good at the beginning of the year after children receive their French names, know a few numbers and expressions. Line several children up in front of the classroom and give them each a number. The number can be written on the board behind the child. The seated pupils ask them questions such as:
"Le numéro 1, comment t'appelles-tu?"
"Le numéro 5, comment vas-tu?"
"Le numéro 7, quel âge as-tu?"
(The questions will take many forms depending on the ability level of the pupils.)
If the student gives a wrong response, he sits down and the pupil who asked the question takes his place.

e) Je compte - The teacher bounces a ball "X" number of times. A member of one team tells how many times it was bounced. If correct, he scores. If not, the other team has a chance.

f) Les Deux Equipes - Two teams. Keep game moving swiftly using review questions and dialogue review. When student answers incorrectly, he must go to the other team or sit down. Team with most members left at the end of the game time, wins.

g) La Course à Relais - Arrange students in four relay teams. Teacher speaks a sentence in French pertaining to one of several posters (wall charts) displayed on the chalkboard ledge. The class counts to twenty slowly in French. The four relay runners must go to the correct chart and touch it. Depending on what the teacher has said, an identification of some sort must be made. It could be:
- C'est _____ .
- Le (la, les) voilà.
- Repetition of the teacher's sentence.
- Another sentence that relates to the chart.
The game continues and the team with the most points wins.

h) A Verb Drill - Sheets of coloured paper, pictures of animals, clothing or food or small objects found in the classroom are displayed in front of the room. This exercise is useful for teaching the verb forms, Je prends, Je mets, Je cherche, Je donne, etc., colours such as vert, gris, rouge, jaune and the position of the adjectives. The teacher will say, "Paul, prends le gros chien noir., Mets le gros chien noir sur la chaise. Sylvie, prends le livre jaune., Donne le livre jaune à Michele." After all articles have been placed by the children, give additional commands. "Joseph, cherche le petit chien brun et blanc., Donne le petit chien à Alain."

i) Curious Owl - A chain practice game. Child 1 asks child 2 a question. Child 2 answers the question and asks the same question of child 3. There must be an order for the game (children next to each other or in a row). Break the chain in one section of the room and start it in another section. (More difficult version) Child 1 asks child 2 a question, e.g. "Quel age as-tu?". Child 2 answers. Child 3 asks child 4 "Quel age a-t-il/elle?", referring to child 2. Child 4 answers. Child 5 begins the chain.

j) How many are there - Use number cards and pictures of any object, person or animal.
- Hold a number card in one hand and a picture in the other. Ask "Combien de ... y a-t-il?"
- Display the number cards on the ledge. Hold up a picture card and ask the question. The child must find the number card that matches and reply accordingly.

k) Spin the Wheel - Make a large spinner numbered 1 to any number you wish (clocks, colours, pictures of clothing, may be placed around the wheel instead of numbers). This game has two teams. Pupils from the alternate teams come to the wheel. The teacher spins the arrow and the first child to identify what is at the end of the arrow when it stops, gains a point for the team.

l) What doesn't belong? - Four words are given orally, one which does not belong in the list, e.g., le garçon, la fille, la dame, le chien. Before the count of three, the word that doesn't belong must be identified.

m) Which Number is Missing? - The leader gives a list of numbers, omitting one. He asks "Which number is missing?"

n) Bean Bag - A group of children form a circle. A caller stands in the middle. He calls out a number and names a pupil. Then he tosses the bag to the pupil. Pupil must say the next two numbers before he catches the bean bag or he has to return to his seat or he could take the place of the pupil in the centre.

o) Question and Answer Relay - Give an object to the first pupil in each row (team). Ask each pupil a question. If he cannot answer, he keeps the object. When it is the turn of his row again, he must answer the new question in order to pass along the eraser or object. The row which first passes the object all the way along wins the game.

p) Toll Bridge - To pass a toll bridge, the pupil must pay the "toll" by making a sentence about the displayed charts. A bridge can be drawn on a board. Every time a pupil pays the toll, he crosses the bridge (gets a point for his team). The team with the most people across the bridge wins.

2. Guessing Games

a) Where is it? - In this game, one team hides an object somewhere in the room and the other team tries to guess where it is.
A1: Où est la balle?
B1: Elle est sur une chaise.
A1: Non.
A2: Où est la balle? etc.

If the guessing team is blindfolded or is facing the wall, a greater range of positions is possible - sur la table, sous la chaise, à côté de ..., etc. When the game becomes too easy, more precise information might be required.

b) Where was I? - The guessing team is asked where each of the members of the opposing team was at a certain time. For example:
A: Where was I yesterday at noon?
B: Were you at the post-office?
A: No, I wasn't, etc.

c) Who has it?
d) What's in it?
e) Who did it?

These are variations of the above games (a and b).

f) What's my line? - This is the well-known television game in which one team tries to guess someone's trade or profession by a series of questions which narrow down the possibilities. In school, learners may assume fictitious trades and professions for the purpose of the game.

g) Riddles - Give a few facts about an object and see whether the group can guess what it is. For example, "Elle a des mains mais pas de pieds. Elle a une face mais pas de tête." If the group is unable to guess what it is, add more facts. "J'en ai une dans ma poche. etc." Encourage learners to bring their own riddles.

h) Bonjour - One student faces the board. Teacher points to member of the class, who says "Bonjour _____" (to the one in front). The one in front must guess who spoke answering with "Bonjour (name)." If he guesses correctly, he stays up. If not, the two pupils exchange places. A variation of this game is to have the student facing the board answer any question taught in the program. The student must answer the question correctly, preferably within a time limit (five seconds) and must identify the person who questioned him by placing his name at the end of the answer.

i) Seven-Up - Seven students stand at the front of the room. The rest of the children have their heads on their desks - eyes closed. The seven students move around the room each touching one classmate. The one touched stands and tries to guess who touched him. If he guesses correctly, they exchange places.
To drill: "C'est (name)."
"Oui, c'est _____." or "Non, ce n'est pas _____."

j) Je remarque quelque chose de (couleur) - One student picks out an object and states "Je remarque _____." Another student must name the object correctly in French or go to the object and point to it. If correct, then it is that student's turn.

D. Reading Games

1. Recognition Games

a) Matching Cards - Distribute one set of flash cards to the class and hang a duplicate set around the room. Learners compete in matching their cards with those on the wall.

b) Say the Word - Give each learner a flash card of a word or group of words. Divide the class into two teams. On a signal from you, each learner takes his turn in flashing his card to his opposite number for a brief period of time which you control (by raising your hand or by blowing a whistle). During this time his opposite number must read the card.

c) Find the Word - Have three sets of flash cards of words and groups of words. Give one set to each team and keep one for yourself. From your own pick a card and hold it up for a short period of time. The first team to find the card in its own set wins a point.

d) Roulette - The learners join hands and form a circle. In front of each learner place a card, face down. In the centre place a stick. Make the circle of learners move around the circle of cards and stop. Then twirl the stick. When the stick comes to a stop the two learners to whom the opposite ends of the stick point must pick up the nearest card and read it. Learners who read their words correctly within a certain time make a point.

2. Comprehension Games

a) The Shop Game - Give each team a mixed pile of cards containing the names of things to be found in three or four different shops. The

team which first succeeds in sorting them all properly into the three shops where they belong wins the game.

b) Find the Sentence - Write on the board such sentences as:
- It is in the sky.
- It is on the water.
- We put it on our letters.
- It is in this room.
Distribute flash cards of such words as sun, table, boat, and stamp to four learners. Each learner places his flash card beside the appropriate sentence on the board.

c) Read-and-Do Games - Put a series of sentences on the board and number them. The sentences should be about actions which the learners are able to do and describe, for example, "Put your book on the shelf." Call out the number of a sentence and the name of a learner. The learner silently reads the sentence and does the action.
As a variant, write the words on slips of paper or on small cards. Put them into a box and pass them around. Each learner takes a card, reads the sentence and does the action. As he does the action the class says what he is doing or, after the action is completed, what he did. If the learner does the action as written he keeps the card; if not, he puts it back into the box. The learner with the greatest number of cards wins. With young learners, make the class form a circle, with one learner in the middle holding a pile of cards on which are written sentences with actions to be mimed. The learner in the middle picks a card and flashes it before one of the learners in the circle. If the latter succeeds in reading the sentence correctly and in miming the action, he changes places with the learner in the center.

E. Writing Games

1. Spelling Games

a) Crossword Puzzles - Crossword puzzles seem to be an untiring source of interest, as is attested by their continued appearance in newspapers and magazines. These crossword puzzles, however, often contain rare and archaic words which are really not worth learning; or the words may be too difficult to be of much profit to the learner of a foreign language. What is useful are the specially designed and graded crossword puzzles for different levels of foreign language learning.

b) The Magician's Game - The learner is given the problem of changing one word into another by changing only one letter at a time. Each change must itself constitute a word. For example, change dog into cat:

DOG CAT
dog dot cot cat

2. Composition Games

a) The Label Game - The simplest form of this game is one in which the learners write the name of the object they see in the picture. To lead to complete sentences, draw on the board the picture of some sort of action, for example, of a man putting a book on the table. Point

to the picture and say: "Il met le livre sur la table." Now take out le livre and change it to le crayon; etc. Ask the class to write the appropriate sentence. The same sort of game can be played on a flannel board.

b) Decoding Games - Ask the learner to decode a word into a message. For example: Make a message where the first letter of each word adds up to the word "étudiant".

Emilie termine université demain. Intention annoncer nouvelle tâche.

Other games of this type include the rebus and the making or deciphering of anagrams.

Additional Games -- French Program Coordinator
Baldwin Cartier School
Commission Resource Centre
28 Source Road
Point Claire, Québec

Halton County Teachers

Consultant of Modern Languages
Department of Education
Youth Education
P.O. Box 578
Halifax, N.S. B3J 2S9

CULTURAL ACTIVITIES

Second language teachers often forget that the primary objective of learning a language is to understand the way of life of a foreign culture and the individuals within it. There is a tendency to concentrate on skills and stay too close to the textbook. This section of the guide focuses on the activities which reinforce the teaching of a language as it is really spoken, through the development of instructional strategies that can be used in and out of class.

These can include:

1. interaction with other ethnic groups
2. organized visits
3. "Centres d'intérêts" based on basic customs
4. audio-visual aids
5. folklore (songs-dances)
6. individual and group projects
7. news media

These activities can be adapted to any level including the very beginners. In fact, cross-cultural communication and understanding are too important to be put aside until they can be explained in the target language, so it is better to use English where necessary and include the human aspect right from the start.

1. Interaction

The most direct way to develop an awareness of this human aspect is the actual contact between the two ethnic groups. Nothing can replace this immersion where one feels a real need to live the language.

Student exchanges:

-- Canadian Council of Christians & Jews has a program available.
-- Contact with particular schools usually proves successful when planned by the two respective language teachers.

2. Visits

Visits to a French region is a way to penetrate a culture and those to historic places furnish tangible proof of a past and lived culture.

French Shore, Chéticamp, Arichat, etc.
Acadian Display, N.S. Museum, Summer Street, Halifax
Louisbourg
Port Royal
Grand Pré

A guide must be available for a complete learning experience and it is also recommended that, prior to the visit, the class spend time in familiarizing students with principal points of interest.

3. Centres d'intérêt

Short of actually going "out on the field" there are several kits and programs available to supplement your teaching within the classroom.

-- Pilot Kit on Acadians (available through consultant's office)
-- Modules Unit, films fixes, ex.: Le temps des fêtes
Bienvenue à Montréal
-- Comment dire: Program entirely based on themes from Quebec life.
-- O Canada Kit: includes comic book, workbook, record and game.

4. Folklore

By definition, folklore is material handed down by tradition, by word of mouth, or customs, or practice. It can be studied through songs, tales, proverbs, objects, (symbols, etc.) The fact that all these remain still today prove the validity they hold with the French people and the importance of including them in our teaching.

You will find in the related French activities section, songs children sing and games they play.

A 30-minute tape or folk dancing can be had from the Audio-Visual Library of the Department of Education.

The above kits and audio-visual aids cover this aspect very well.

5. Projects

Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto.

-- "500 Adventures in Foreign Languages" is a more than complete guide of various assignments students would like to work on. Some of them are advanced material but many can be adapted to beginners.

-- The activities listed at the end of the daily lessons taught often suggest exercises that teach cultural concepts and bring the lesson to life.

-- The visit of someone who speaks French will give added experience in listening.

-- Films, when up-to-date, are an excellent added attraction to a lesson and closest to reality in demonstrating cultural differences and similarities. They can deal with sports, festivals, or any aspect of every day life plus, in some cases, comical situations that prove very entertaining. It is suggested that as with any other lesson, relevant vocabulary and expressions be presented prior to viewing and that a well prepared follow up explore the children's understanding of the film.

A cultural activity can be quite simple and any idea can prove successful because it adds variety to the core program and, therefore, keeps students interested and is a sure remedy for boredom and negative attitudes.

"Language is primarily a social instrument, not simply an expression of thought." (Dewey)

Recommended reading: Teaching Culture
(Strategies for foreign language educators)
H. Ned Seelye
Published by National Textbook Company

Conclusion

HINTS FOR TEACHERS

(1) Décor: If you have your own classroom, change the décor seasonally and/or with each new unit of vocabulary. This provides extra practise material, and keeps the French classroom a "fresh" place to work in. If you teach several grades or programmes allocate a wall or part thereof to each programme.

(2) If you do not have a room of your own, and have to travel from class to class, a handy device is an "aids wagon", fashioned somewhat after the old tea-wagons. It can be a simple cart with two shelves for tape recorders, books, and posters, or a more sophisticated vehicle with built-in poster rack, drawers, and even a drop leaf. A willing husband, or the school custodian, can provide one at low cost which you can design yourself.

(3) Home-made supplementary charts and posters on foods, clothing, weather, etc. provide variety in drills and activities and could very well be made by the students.

(4) As soon as possible, teach numbers and colours so that these may be used to vary drills. After the children know these, it is possible to give them work sheets, for which the teacher gives oral directions such as "Dessinez trois chats noirs".

(5) Work sheets, such as those in (4), can be retained in the individual child's folder or binder. Two or three times a term it can be worthwhile to spend time reviewing these with the classes. They love to show off their work, and will try hard to remember "C'est trois chats noirs." as they display it to their classmates.

(6) Seasonal items, such as original Christmas cards, Valentines, Jack-o'-lanterns, can be talked about, using appropriate structures, and placed in the file or folder.

(7) The use of concrete objects as models, as often as is reasonable, will help a child remember. Who would forget "C'est un bonbon rouge" if asked to say the phrase to obtain a red jellybean from the candy jar. Play-dough, finger paints, and other art supplies also help the elementary child to "feel" what he is saying.

(8) Simple riddles about nouns the children have learned are easily created. Teacher begins, and the pupil who guesses the answer gets the chance to make up his own for the class.

(9) Another version of (8) is the "Boîte-à-surprises" preferably a gaily-wrapped package, containing an object to be identified by the pupils. The child who guesses the contents gets to keep them. (Note: Always have a "spare" on hand in case of a tie!)

(10) Games, singing games, and rhymes all help set vocabulary and provide good exercise in the rhythms and intonation of the new language. Whenever possible they should be based on the vocabulary and structures being taught.

(11) A doll, puppet, or stuffed toy makes an occasional welcome guest in the classroom. Pupils can hold him up, and have him "be the teacher". Or, he can be passed around to "answer questions".

One day could be his birthday, or perhaps he has a toothache, or has to run errands for mother, -- depending on what vocabulary teacher needs him to help with.

(12) Children enjoy informal, impromptu drama. Create a situation where a small group can play store, or go to a restaurant, or telephone a friend. Next divide the class into small groups to practise acting out their little plays. Next day you hold a drama festival!